

ADOPTING GENRE BASED APPROACH
TO IMPROVE STUDENTS' ENGLISH WRITING SKILL OF THE
TWELFTH YEAR STUDENTS OF SMA MUHAMMADIYAH 1 KLATEN
ACADEMIC YEAR 2009/2010



Thesis Submitted to fulfill one of the Requirements for the Completion of Magister
Degree in Language Studies Program

By:

AGUS SUPRIYADI

NIM: S 200070037

MAGISTER OF LANGUAGE STUDIES
MUHAMMADIYAH UNIVERSITY OF SURAKARTA

2011

ADVISOR APPROVED

APPROVAL

ADOPTING GENRE BASED APPROACH
TO IMPROVE STUDENTS' ENGLISH WRITING SKILL OF THE TWELFTH
YEAR STUDENTS OF SMA MUHAMMADIYAH 1 KLATEN
ACADEMIC YEAR 2009/2010

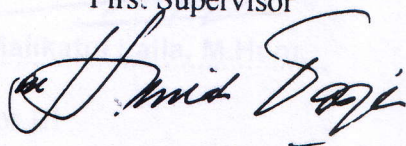
By:

Agus Supriyadi

S 200070037

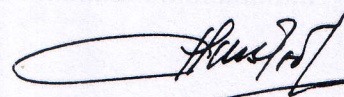
This thesis has been approved by the Supervisors on December 5, 2011 in order to be
presented in front of the Board of Examiners.

First Supervisor



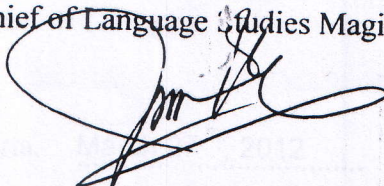
Prof. Dr. M. Sri Samiati Tarjana

Second Supervisor



Dra. M. Laila, M.Hum

The chief of Language Studies Magister



Prof. Dr. Markhamah, M.Hum

ADVISOR APPROVED

ADOPTING GENRE BASED APPROACH TO IMPROVE STUDENTS' ENGLISH WRITING
SKILL OF THE TWELFTH YEAR STUDENTS OF SMA MUHAMMADIYAH 1 KLATEN
ACADEMIC YEAR 2009/2010

Prepared by

AGUS SUPRIYADI

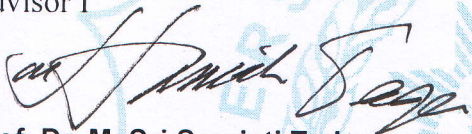
this thesis has been examined by the board of examiner on

March 10th, 2012

and has been declared eligible

THE EXAMINER BOARD

Advisor I



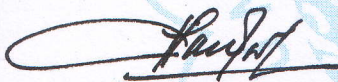
Prof. Dr. M. Sri Samiati Tarjana

Other Advisers



Dewi Candraningrum, Ph.D.

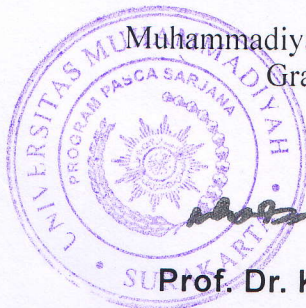
Advisor II



Dra. Malikatul Laila, M.Hum.

Advisor III

Surakarta, March 27th, 2012



Muhammadiyah University of Surakarta
Graduate Program
Director,



Prof. Dr. Khudzaifah Dimiyati

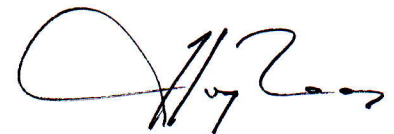
PRONOUNCEMENT

This is to certify that I myself write this thesis, entitled “ADOPTING GENRE BASED APPROACH TO IMPROVE STUDENTS’ ENGLISH WRITING SKILL OF THE TWELFTH YEAR STUDENTS OF SMA MUHAMMADIYAH 1 KLATEN ACADEMIC YEAR 2009/2010.”

It is not a plagiarism or made by others. Anything related to others’ work is written in quotation, the source of which is listed on the bibliography.

If then this pronouncement proves wrong, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, 5 December 2011

A handwritten signature in black ink, consisting of a large loop followed by a series of strokes that form the letters 'A', 'S', 'U', 'P', 'R', 'I', 'Y', 'A', 'D', 'I'.

Agus Supriyadi

APPROVAL

ADOPTING GENRE BASED APPROACH

TO IMPROVE STUDENTS' ENGLISH WRITING SKILL OF THE TWELFTH

YEAR STUDENTS OF SMA MUHAMMADIYAH 1 KLATEN

ACADEMIC YEAR 2009/2010

By:

Agus Supriyadi

S 200070037

This thesis has been approved by the Supervisors on December 5, 2011 in order to be presented in front of the Board of Examiners.

First Supervisor

Second Supervisor

Prof. Dr. M. Sri Samiati Tarjana

Dra. M. Laila, M.Hum

The chief of Language Studies Magister

Prof. Dr. Markhamah, M.Hum

PRONOUNCEMENT

This is to certify that I myself write this thesis, entitled “ADOPTING GENRE BASED APPROACH TO IMPROVE STUDENTS’ ENGLISH WRITING SKILL OF THE TWELFTH YEAR STUDENTS OF SMA MUHAMMADIYAH 1 KLATEN ACADEMIC YEAR 2009/2010.”

It is not a plagiarism or made by others. Anything related to others’ work is written in quotation, the source of which is listed on the bibliography.

If then this pronouncement proves wrong, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, 5 December 2011

Agus Supriyadi

MOTTO

If I am not for myself, who will be for me?

If I am not for others, what am I?

And if not now, when?

Rabbi Hillel

ACKNOWLEDGMENT

All the highest praises, gratitude and honor are honestly devoted to the God, Allah SWT, for his countless mercy from the beginning until the end of study. It is merely owing to his benevolence that the writer was eventually able to accomplish his thesis entitled “Adopting Genre Based Approach to Improve Students’ English Writing Skill in the Twelfth Year Students of SMA Muhammadiyah 1 Klaten Academic Year 2009/2010” successfully.

The writer particularly wishes to dedicate this thesis to his dearly wife, Hajar, Rouf, Satyawira Irkham, his sons, and their sister, Iswara Salsabila, for their sincere prayers, stimulating supports, and everlasting love. It is due to them that the writer’s spirit is never extinct.

The writer’s sincere gratitude is addressed to his honorable consultants, Mrs. M. Sri Samiati Tarjana and Mrs. Malikatul Laila for their patience, guidance, suggestions, and criticism so that the writer could finish his thesis smoothly. To Mrs. Markhamah, the Chief of Language Studies Magister, the writer is very grateful for her kindness in assisting and facilitating the writer to be able to finish his hard assignment.

The writer also would like to express his gratitude to the headmaster of SMA Muhammadiyah 1 Klaten, Mr. Muhni, the researcher’s collaborator in doing research, Mr. Hendrayana and also the writer’s colleagues, Mr. Wisnu Setiyono, Mrs. Tanti, Miss. Okti, Miss. Asih who have helped the writer so that the writer could finish his assignments.

Surakarta, 5 December 2011

Agus Supriyadi

TABLE OF CONTENTS

	Page
Title Page	i
Approval Page	ii
Legitimization from the Board of Examiners.....	iii
Pronouncement	iv
Abstract.....	v
Acknowledgement.....	vi
Motto	vii
Table of Contents	viii
List of Tables.....	xi
List of Appendices	xiii
CHAPTER I. INTRODUCTION	1
A. Background of the Study	1
B. Problem Statement	12
C. Objective of the Research	12
D. Benefit of the Research	12
1. Theoretical benefit	12
2. Practical benefit	13
CHAPTER II. THEORETICAL REVIEW	14
C. Review of Related Literatures	14
1. English Writing Skill	14
a. Writing	14

	Page
b. Pillars of writing	15
c. Writing skill	16
d. English writing skill.....	18
2. Genre Based Approach	18
a. Text	18
b. Genre	20
c. Kinds of genres	22
d. Approach.....	33
e. Genre based approach	34
f. Implication of genre based approach	35
g. Implementation of genre based approach	35
h. Strengths of genre based approach	43
B. Rationale	44
C. Hypothesis	48
CHAPTER III. RESEARCH METHODOLOGY	50
A. Research Objectives.....	50
B. Research Setting	50
C. Research Subjects	51
D. Research Method	52
E. Research Procedures	53
1. First Cycle	53

	Page
a. Planning	53
b. Acting	62
c. Observing	66
d. Reflecting	66
2. Second Cycle.....	67
a. Planning	67
b. Acting	69
c. Observing	71
d. Reflecting	71
F. Data and Data Collecting Technique	71
G. Data Validation.....	72
H. Data Analysis Technique	73
CHAPTER IV. RESEARCH RESULT AND DISCUSSION.....	74
A. Description of the Previous Condition	74
B. Description of Cycle 1	77
1. Planning	77
2. Acting	87
3. Observing.....	103
4. Reflecting	112
C. Description of the Result of Cycle 2	115
1. Planning	115

	Page
2. Acting	123
3. Observing.....	131
4. Reflecting	136
D. Discussion	137
1. Cycle 1	137
2. Cycle 2	139
3. Comparison between the previous condition and the first cycle	141
4. Comparison between the first cycle and the second cycle	143
5. Comparison between the previous condition and the second cycle	145
CHAPTER V. CONCLUSION, IMPLICATION, AND SUGGESTIONS	148
A. Conclusion	148
B. Implication.....	150
C. Suggestions.....	150
1. For English teachers	150
2. For students.....	151
3. For school.....	151
4. For other researchers	152
BIBLIOGRAPHY	153
APPENDICES	

LIST OF TABLES

	Page
Table 1 Research's Schedule	51
Table 2 Schedule of Activities of Cycle 1	77
Table 3 Pretest Scores of Cycle 1 from First Corrector	94
Table 4 Pretest Average Scores of Each Element of Cycle 1 from First Corrector.....	95
Table 5 Pretest Scores of Cycle 1 from Second Corrector	95
Table 6 Pretest Average Scores of Each Element of Cycle 1 from Second Corrector.....	96
Table 7 Pretest Average Scores of Cycle 1.....	96
Table 8 Pretest Average Scores of Each Element of Cycle 1.....	97
Table 9 Posttest Scores of Cycle 1 from First Corrector.....	110
Table 10 Posttest Average Scores of Each Element of Cycle 1 from First Corrector.....	110
Table 11 Posttest Scores of Cycle 1 from Second Corrector.....	111
Table 12 Posttest Average Scores of Each Element of Cycle 1 from Second Corrector.....	111
Table 13 Posttest Average Scores of Cycle 1.....	112
Table 14 Posttest Average Scores of Each Element of Cycle 1.....	112
Table 15 Schedule of Activities of Cycle 2.....	115
Table 16 Posttest Scores of Cycle 2 from First Corrector.....	133

	Page
Table 17 Posttest Scores of Each Element of Cycle 2 from First Corrector...	133
Table 18 Posttest Scores of Cycle 2 from Second Corrector.....	134
Table 19 Posttest Scores of Each Element of Cycle 2 from Second Corrector	134
Table 20 Posttest Average Scores of Cycle 2.....	135
Table 21 Posttest Average Scores of Each Element of Cycle 2.....	135
Table 22 Pretest and Posttest Scores of Cycle 1.....	141
Table 23 Pretest and Posttest Average Scores of Each Element of Cycle 1...	142
Table 24 Posttest Scores of Cycle 1 and Posttest Scores of Cycle 2.....	143
Table 25 Posttest Average Scores of Each Element of Cycle 1 and Cycle 2	144
Table 26 Pretest Scores of Cycle 1 and Posttest Scores of Cycle 2.....	145
Table 27 Average Scores of Each Element of Pretest of Cycle 1 and Posttest of Cycle 2	146

LIST OF APPENDICES

	Page
Appendix 1 Permission Letter to Do Research.....	155
Appendix 2 Pretest Blueprint of Cycle 1.....	156
Appendix 3 Pretest Item of Cycle 1.....	157
Appendix 4 Pretest Answer Key of Cycle 1.....	158
Appendix 5 Scoring Criteria	159
Appendix 6 Scores of Pretest Tryout of Cycle 1 First Corrector.....	162
Appendix 7 Scores of Pretest Tryout of Cycle 1 Second Corrector.....	163
Appendix 8 Scores of Posttest Tryout of Cycle 1 First Corrector.....	164
Appendix 9 Scores of Posttest Tryout of Cycle 1 Second Corrector.....	165
Appendix 10 Scores of Posttest Tryout of Cycle 2 First Corrector.....	166
Appendix 11 Scores of Posttest Tryout of Cycle 2 Second Corrector.....	167
Appendix 12 Internal Validity and Reliability of Pretest Tryout of Cycle 1...	168
Appendix 13 Internal Validity and Reliability of Posttest Tryout of Cycle 1..	165
Appendix 14 Internal Validity and Reliability of Posttest Tryout of Cycle 2..	170
Appendix 15 Scores of Pretest of Cycle 1 From First Corrector.....	183
Appendix 16 Scores of Pretest of Cycle 1 From Second Corrector.....	184
Appendix 17 Average Scores of Pretest of Cycle 1.....	185
Appendix 18 Posttest Blueprint of Cycle 1.....	186
Appendix 19 Posttest Item of Cycle 1.....	187
Appendix 20 Posttest Answer Key of Cycle 1.....	188
Appendix 21 Scores of Posttest of Cycle 1 From First Corrector.....	189
Appendix 22 Scores of Posttest of Cycle 1 From Second Corrector.....	190

	Page
Appendix 23	Average Scores of Posttest of Cycle 1..... 191
Appendix 24	Posttest Blueprint of Cycle 2..... 192
Appendix 25	Posttest Item of Cycle 2..... 193
Appendix 26	Posttest Answer key of Cycle 2..... 194
Appendix 27	Scores of Posttest of Cycle 2 From First Corrector..... 195
Appendix 28	Scores of Posttest of Cycle 2 From Second Corrector..... 196
Appendix 29	Average Scores of Posttest of Cycle 2..... 197
Appendix 30	T-Test for Non-Independent between Pretest and Posttest of Cycle 1 198
Appendix 31	T-Test for Non-Independent between Posttest of Cycle 1 and Posttest of Cycle 2..... 200
Appendix 32	T-Test for Non-Independent between Pretest of Cycle 1 and Posttest of Cycle 2..... 202
Appendix 33	Lesson Plan of Cycle 1..... 204
Appendix 34	Lesson Plan of Cycle 2..... 209
Appendix 35	Students' Worksheet Meeting 1..... 212
Appendix 36	Students' Worksheet Meeting 2..... 214
Appendix 37	Students' Worksheet Meeting 3..... 216
Appendix 38	Students' Worksheet Meeting 4..... 217
Appendix 39	Interview Guideline with the Previous Teacher..... 220
Appendix 40	Interview Guideline with the Students..... 221
Appendix 41	Transcript of Interview with the Previous Teacher..... 222
Appendix 42	Transcript of Interview with the Students..... 224

	Page
Appendix 43 Researcher's Field Note Meeting 1	236
Appendix 44 Researcher's Field Note Meeting 2	238
Appendix 45 Researcher's Field Note Meeting 3	240
Appendix 46 Researcher's Field Note Meeting 4	242
Appendix 47 Collaborator's Field Note Meeting 1	243
Appendix 48 Collaborator's Field Note Meeting 2	245
Appendix 49 Collaborator's Field Note Meeting 3	247
Appendix 50 Collaborator's Field Note Meeting 4	248
Appendix 51 Tabel Harga Kritik dari r Product Moment.....	249
Appendix 52 Example of Discussion Text.....	250
Appendix 53 Example of the Students' Work.....	251

ABSTRACT

AGUS SUPRIYADI. *Adopting Genre Based Approach to Improve Students' English Writing Skill of the Twelfth Year Students of SMA Muhammadiyah 1 Klaten Academic Year 2009/2010*. Thesis. Surakarta. English Education, Postgraduate Program, Muhammadiyah University, 2011

One of the obvious problems found in SMA Muhammadiyah 1 Klaten was the fact that the students' English writing skill was still low. It was indicated with the low score achieved by the students in the English writing test. To improve it, classroom action research was purposely done.

The research was carried out in SMA Muhammadiyah 1 Klaten from May to December 2010. The subject of the research was 35 students of the twelfth year science class one consisting of 14 male and 22 female students. This action research was conducted in two cycles. Each consisted of planning, acting, observing, and reflecting. In the first cycle, the researcher implemented genre based approach with four stages i.e. building knowledge of the field, modeling of text, joint construction of text, and independent construction of text. In the second cycle, the researcher applied grammar translation method with three stages i.e. presentation, practice, and production. The second cycle was purposely done because of the fact that the score of grammar was still low. To collect the data the researcher used tests, interview, observation, and documentation. To validate quantitative data, the researcher used internal validity and reliability as well as inter-rater reliability. To validate qualitative data, the researcher used data triangulation. To analyze quantitative data, the researcher applied t-test for non independent. To analyze qualitative data, the researcher used flow model of analysis.

The research findings of the first cycle, in which genre based approach was implemented, revealed that there was significant improvement of average score between before and after being given treatment. For that reason, the hypothesis stating that using genre based approach is able to improve students' English writing skill proved right. Besides, the teaching and learning process could run more interactively and attractively. As a result, the students were able to understand and do as the teacher instructed better. For those reasons, the researcher's hypothesis stating that there are benefits when genre based approach is implemented in the classroom practice proved correct. The research findings of the second cycle, in which grammar translation method was implemented, showed great improvement especially for grammar scores. For that reason, grammar translation method was really able to back up genre based approach to improve students' English writing skill.

Based on the result of the research, the researcher suggests the English teachers to use genre based approach backed up with grammar translation method appropriately and creatively. For the students, it is suggested to follow what the teacher instructs obediently, critically and creatively. For the school, it is suggested to conduct training for English teachers to understand more about genre based approach as well as to refresh about grammar translation method and to complete the school with necessary facilities and equipment.

Key words: genre based approach, improve, English writing skill